

## Curriculum Sequencing Grid: Geography

Year 9	Term 1	Term 2	Term 3
<b>Unit</b>	Earthquakes	Volcanoes	Extreme Weather
<b>Key Retainable Knowledge</b> (Required for Y11) What... How.... Why....	<ul style="list-style-type: none"> <li>How is the earth structured? How do the tectonic plates move?</li> <li>How do earthquakes occur and how are they measured?</li> <li>What were the effects of, and responses, to the Nepal earthquake?</li> <li>Compare 2 quakes - similar and different?</li> <li>Is there a link between magnitude and fatalities?</li> <li>What are the 3Ps?</li> <li>What are the causes and effects of tsunamis?</li> <li>How do the tectonic plates move?</li> </ul>	<ul style="list-style-type: none"> <li>How is the earth structured? How do the tectonic plates move?</li> <li>What are the 3Ps?</li> <li>How do the tectonic plates move?</li> <li>What does a volcano look like?</li> <li>What are the different types of volcanoes?</li> <li>What hazards do volcanoes produce?</li> <li>How and why do the effects of volcanic eruptions differ?</li> <li>How did the people of Pompeii die?</li> <li>Why do people live near volcanoes?</li> <li>Should volcanic tourism be allowed?</li> <li>What is a super volcano? What would be the impacts of an eruption at Yellowstone?</li> </ul>	<ul style="list-style-type: none"> <li>What are the different types of extreme weather?</li> <li>What is a hurricane?</li> <li>How do hurricanes form?</li> <li>How does extreme pose a threat to people/property?</li> <li>What precautions can be taken to protect populations from hurricane devastation?</li> <li>How different countries deal with extreme weather?</li> <li>What were the causes of, effects of and responses to Typhoon Haiyan?</li> <li>What are the causes and impacts of climate change?</li> <li>How is climate change affecting the Maldives?</li> </ul>
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	Inner & outer core/ mantle/ crust Focus/ epicentre/ seismic waves Richter scale/ Mercalli scale Primary & secondary effects Short-term & long-term responses Prediction/ preparation/ protection Life-safe buildings Tsunami Destructive/ constructive/ collision/ conservative plates	Inner & outer core/ mantle/ crust Short-term & long-term responses Prediction/ preparation/ protection Destructive/ constructive/ collision/ conservative plates Magma/ lava/ crater/ vent cone/ ash/ stratovolcano/ shield volcano Pyroclastic flow/ lahar/ volcanic bomb, Super volcano/ caldera HIC/ LIC	Weather Climate Extreme weather Hurricane/typhoon/cyclone Track Primary effect/secondary effect Short-term response/long-term response Manage Mitigate Avalanche
<b>Opportunities for Reading</b>	<a href="https://www.bbc.co.uk/bitesize/topics/zn476sg">https://www.bbc.co.uk/bitesize/topics/zn476sg</a> <a href="https://earthquake.usgs.gov/learn/kids/">https://earthquake.usgs.gov/learn/kids/</a> <a href="http://www.earthquakes.bgs.ac.uk/">http://www.earthquakes.bgs.ac.uk/</a> <a href="http://www.geography.learnontheinternet.co.uk/topics/volcano/es.html">http://www.geography.learnontheinternet.co.uk/topics/volcano/es.html</a> <a href="https://www.bbc.co.uk/bitesize/guides/zvnbkqt/revision/1">https://www.bbc.co.uk/bitesize/guides/zvnbkqt/revision/1</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zn476sg">https://www.bbc.co.uk/bitesize/topics/zn476sg</a> <a href="http://www.geography.learnontheinternet.co.uk/topics/volcano/es.html">http://www.geography.learnontheinternet.co.uk/topics/volcano/es.html</a> <a href="https://www.volcanodiscovery.com/sanbe.html">https://www.volcanodiscovery.com/sanbe.html</a> <a href="https://www.bbc.co.uk/bitesize/guides/zvnbkqt/revision/1">https://www.bbc.co.uk/bitesize/guides/zvnbkqt/revision/1</a>	<a href="https://www.ready.gov/hurricanes">https://www.ready.gov/hurricanes</a> <a href="https://spaceplace.nasa.gov/hurricanes/en/">https://spaceplace.nasa.gov/hurricanes/en/</a> <a href="https://www.noaa.gov/education/resource-collections/weather-atmosphere/hurricanes">https://www.noaa.gov/education/resource-collections/weather-atmosphere/hurricanes</a> <a href="https://www.bbc.co.uk/bitesize/guides/z9whg82/revision/4">https://www.bbc.co.uk/bitesize/guides/z9whg82/revision/4</a> <a href="https://www.bbc.co.uk/news/science-environment-24021772">https://www.bbc.co.uk/news/science-environment-24021772</a> <a href="https://climate.nasa.gov/evidence/">https://climate.nasa.gov/evidence/</a>
<b>Developing Cultural Capital</b>	<ul style="list-style-type: none"> <li>An understanding of how levels of development can affect the impacts of earthquakes and tsunamis.</li> <li>Awareness of how developing and implementing the 3Ps can save lives</li> <li>Develop empathy with the experience of affected populations in LICs</li> <li>To develop an awareness of how sharing ideas, technology and information can provide global solution</li> </ul>	<ul style="list-style-type: none"> <li>An understanding of how levels of development can affect the impacts of volcanoes.</li> <li>Awareness of how developing and implementing the 3Ps can save lives</li> <li>Develop empathy with the experience of affected populations in LICs</li> <li>To develop an awareness of how sharing ideas, technology and information can provide global solution</li> </ul>	<ul style="list-style-type: none"> <li>Empathise with citizens from high risk, low income countries (LIC) who encounter extreme weather often.</li> <li>To assess the work that governments have put in to protect their citizens in future extreme weather events.</li> </ul>
<b>Cross Curricular Links</b> (Authentic Connections)	<ul style="list-style-type: none"> <li>Maths (scatter graphs)</li> <li>Physics – plate tectonics and earth structure</li> <li>Science – developing, accepting, and rejecting hypotheses through the analysis of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Maths (scatter graphs)</li> <li>Physics – plate tectonics and volcano structure</li> <li>Science – developing, accepting, and rejecting hypotheses through the analysis of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Meteorology – formation of weather systems</li> <li>History – the use of avalanches as a weapon in WW1</li> </ul>

## Curriculum Sequencing Grid: Geography

<b>Key Assessment</b>	End of unit assessment	End of unit assessment	End of unit assessment
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Year 9	Term 4	Term 5	Term 6
<b>Unit</b>	Resource Management	Unfair Trade	Global Development Issues
<b>Key Retainable Knowledge</b> (Required for Y11/13) What... How.... Why....	<ul style="list-style-type: none"> <li>How is the UK's energy mix changing?</li> <li>How are fossil fuels formed?</li> <li>What are the pros and cons of using oil?</li> <li>What are the causes and effects of climate change?</li> <li>What are the pros and cons of alternative energy, nuclear power and fracking?</li> <li>Which energy sources should the UK use?</li> <li>How can we live sustainably?</li> <li>What are food miles?</li> <li>What are the causes and effects of plastic pollution, and how can they be reduced?</li> </ul>	<ul style="list-style-type: none"> <li>How can development be measured?</li> <li>What is globalisation?</li> <li>Where do our clothes come from?</li> <li>How and why is trade unfair?</li> <li>What is Fairtrade?</li> <li>What are the different sectors and trade and how do they change with the level of development?</li> <li>What are sweatshops?</li> <li>What are the pros and cons of sweatshops?</li> </ul>	<ul style="list-style-type: none"> <li>What are the indicators of development?</li> <li>What are the advantages and disadvantages of different indicators of development?</li> <li>What is poverty and relative poverty?</li> <li>What are the different types of aid?</li> <li>What are the advantages and disadvantages of different types of aid?</li> <li>What is Fairtrade?</li> <li>Is the UK's north/south divide a helpful measure of development?</li> </ul>
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	Energy mix Fossil fuels Renewable/ non-renewable Radioactivity Uranium Fracking Climate change/ global warming Greenhouses gases Sustainable Food miles	HIC/ LIC/ NEE Life expectancy GNP Human Development Index (HDI) The Brandt Line Globalisation Fairtrade Primary/ secondary/ tertiary/ quaternary Manufacturing Sweatshops	Development HDI Poverty Life expectancy GDP Aid Bilateral Unilateral Fairtrade
<b>Opportunities for Reading</b>	<a href="http://bbc.co.uk/bitesize/topics/zshp34/articles/zntxqwx">bbc.co.uk/bitesize/topics/zshp34/articles/zntxqwx</a> <a href="http://bbc.co.uk/newsround/23513694">bbc.co.uk/newsround/23513694</a> <a href="http://science.howstufworks.com/nuclear-power.htm">science.howstufworks.com/nuclear-power.htm</a> <a href="http://natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/">natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/</a>	<a href="http://bbc.co.uk/bitesize/guides/zrycwmn/revision/1">bbc.co.uk/bitesize/guides/zrycwmn/revision/1</a> <a href="http://fairtrade.org.uk/">fairtrade.org.uk/</a>	<a href="https://www.bbc.co.uk/bitesize/guides/z838xsg/revision/1">https://www.bbc.co.uk/bitesize/guides/z838xsg/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z8436fr/revision/1">https://www.bbc.co.uk/bitesize/guides/z8436fr/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z3v2k2p/revision/1">https://www.bbc.co.uk/bitesize/guides/z3v2k2p/revision/1</a> <a href="https://www.fairtrade.org.uk/">https://www.fairtrade.org.uk/</a> <a href="https://www.indy100.com/article/where-north-england-is-divide-map-7518956">https://www.indy100.com/article/where-north-england-is-divide-map-7518956</a>
<b>Developing Cultural Capital</b>	<ul style="list-style-type: none"> <li>Awareness of how individual actions have an impact elsewhere – the role of the global citizen.</li> <li>Awareness of the importance of sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of our lifestyles, choices and actions are linked to, and impact upon, those in other parts of the world.</li> <li>To understand that by changing our behaviour we can improve quality of life in developing countries.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the impacts of trade and aid on countries around the world.</li> <li>Empathising with people living in poverty and understanding how people in the UK also live in relative poverty.</li> </ul>

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<b>Cross Curricular Links</b> (Authentic Connections)	<ul style="list-style-type: none"> <li>• Chemistry (types of energy, climate change)</li> <li>• Maths (interpretation of graphs and charts)</li> </ul>	<ul style="list-style-type: none"> <li>• Economics and business studies (trade and sectors of industry)</li> <li>• Maths (interpretation of graphs and charts)</li> </ul>	<ul style="list-style-type: none"> <li>• Economics (types of trade and aid)</li> <li>• History (historical reasons for aid)</li> <li>• Maths (interpretation of graphs and charts)</li> </ul>
<b>Key Assessment</b>	End of unit assessment	End of unit assessment	End of unit assessment